Second Step®
A Violence Prevention Curriculum

Steps to Respect®
A Bullying Prevention Program

Implementation Best Practices

Long-term commitment equals long-term success!
Whether you're using our *Second Step* or *Steps to Respect* program, the following implementation best practices can help you get started. For more detailed information and implementation tools, visit our Web site.

Steps to Success

1 Build Readiness, Secure Commitment
Building readiness and securing commitment for program adoption from the entire school staff, parents and caregivers, and the community is crucial to the successful implementation of the *Second Step* and *Steps to Respect* programs.

2 Select Teachers and Teaching Schedule
Our easy-to-teach, scripted lessons support teachers in successful program delivery. The best teachers to present lessons believe in and have a commitment to social and emotional learning and understand how social and emotional learning and prevention programs link to academic and school success.

3 Prepare Staff
We recommend that the entire school staff be introduced to the program and its prevention goals. All staff members can take an active role in teaching and modeling the *Second Step* and *Steps to Respect* program skills and concepts throughout the day and in settings outside the classroom.

4 Involve Parents and Caregivers
Parents and caregivers serve as the primary and most consistent teachers and role models for their children.

When these adults learn the skills taught in the program, they can help create a more comprehensive approach to social skills and prevention education.

5 Begin Implementation
First-year implementation options include pilot classrooms, all students within a grade, or all students at all grades. At program launch, consider holding a kickoff assembly, sending an email announcement, writing a newsletter article, or enlisting local media coverage to announce your program.

6 Support, Monitor, and Sustain
You are more likely to meet your program goals if you use the program consistently and with fidelity. For this reason, it is important to support and monitor the program throughout the school year. This requires a steady infusion of energy and enthusiasm during the first year and every year thereafter. Both the program coordinator and the building administrator have roles to play in this process.

7 Evaluate Effectiveness
Determine evaluation needs early in program adoption. Flip this flyer over to learn more!

Download Tools
You can download tools to support implementation, such as worksheets, surveys, and checklists, from our Web site for free.

committee for *children*

Evaluate Your Success

Evaluations generally serve two functions:
Continuous improvement in prevention efforts and accountability to district, community, and federal officials. Schools are increasingly expected to provide and use data for improvement efforts. Prevention programs can be enhanced greatly by adopting a research strategy in which evaluation findings inform continual program refinement. In addition, schools are increasingly being held accountable for demonstrating effective use of federal and state funding.

Three-Step Evaluation Guide

1 Evaluation Plan

It's best to develop an evaluation plan early in the process of program adoption. If your evaluation will be a complex undertaking, consider working with experienced consultants from your district or local university.

2 Type of Evaluation

There are three main types of evaluation: needs assessment, process evaluation, and outcome evaluation. Needs assessment is a helpful first step in identifying program outcomes for outcome evaluation and can provide a baseline to which yearly program results are compared. If grant funding is sought, needs assessment can also provide a data-driven rationale for funding. Process evaluation provides a picture of how implementation actually looks in your setting. Outcome evaluation helps you determine whether program objectives have been achieved.

3 Data Needs and Evaluation Tools

To determine what data you'll need to collect, answer the following questions:
• What are your overall goals?
• What particular questions are you trying to answer?
• Who is the audience for your findings?

Once you answer these questions, design a simple system for collecting and tracking the data.

Discipline referrals are a valuable data source and typically a part of outcome evaluations of the *Second Step* and *Steps to Respect* programs. For guidance in collecting such data, download the Using Discipline Referral Data PDF from our Web site.

In addition, the Web-based School-Wide Information System (SWIS), developed at the University of Oregon, is a highly effective tool for collecting and managing discipline data.

Download Tools

You can download tools to support pre- and post-evaluation, such as surveys, checklists, and tracking charts, from our Web site for free.